

## THEODORE LESTER ELEMENTARY

3501 E. Palmetto St.  
Florence,, SC 29501

**GRADES** PK-6 Elementary School

**ENROLLMENT** 457 Students

**PRINCIPAL** Mrs. Marlene Williams 843-664-8459

**SUPERINTENDENT** Joseph S. Nelson, Ed.D 843-669-4141

**BOARD CHAIR** Mrs. Doris Lockhart 843-664-0050

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	20	54	8	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

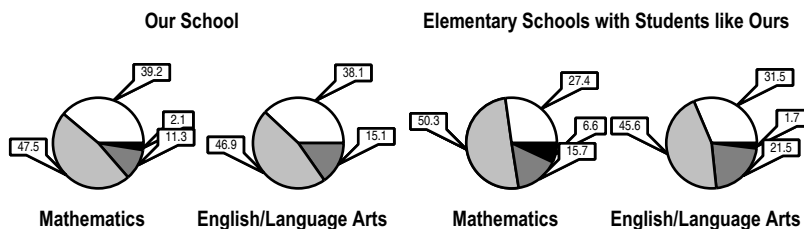
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	42	56	28
Percent satisfied with learning environment	95.0%	60.4%	89.3%
Percent satisfied with social and physical environment	97.6%	61.5%	67.9%
Percent satisfied with home-school relations	78.6%	68.5%	85.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	275	99.6	38.1	46.9	15.1	N/A	15.1	17.6
Gender								
Male	141	99.3	47.9	43.7	8.4	N/A	8.4	17.6
Female	134	100.0	28.3	50.0	21.7	N/A	21.7	17.6
Racial/Ethnic Group								
White	83	98.8	36.9	41.5	21.5	N/A	21.5	17.6
African-American	188	100.0	39.2	48.0	12.9	N/A	12.9	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	212	100.0	32.1	50.0	17.9	N/A	17.9	17.6
Disabled	63	98.4	61.2	34.7	4.1	N/A	4.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	275	99.6	38.1	46.9	15.1	N/A	15.1	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	274	99.6	37.8	46.5	15.7	N/A	15.7	17.6
Socio-Economic Status								
Subsidized meals	214	99.5	42.9	43.5	13.6	N/A	13.6	17.6
Full-pay meals	61	100.0	21.8	58.2	20.0	N/A	20.0	17.6

Mathematics								
All students	275	100.0	39.2	47.5	11.3	2.1	13.3	15.5
Gender								
Male	141	100.0	45.8	40.0	10.0	4.2	14.2	15.5
Female	134	100.0	32.5	55.0	12.5	N/A	12.5	15.5
Racial/Ethnic Group								
White	83	100.0	31.8	50.0	13.6	4.5	18.2	15.5
African-American	188	100.0	42.7	46.2	9.9	1.2	11.1	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	212	100.0	33.2	51.1	13.2	2.6	15.8	15.5
Disabled	63	100.0	62.0	34.0	4.0	N/A	4.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	275	100.0	39.2	47.5	11.3	2.1	13.3	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	274	100.0	38.5	47.6	11.7	2.2	13.9	15.5
Socio-Economic Status								
Subsidized meals	214	100.0	43.2	45.9	8.6	2.2	10.8	15.5
Full-pay meals	61	100.0	25.5	52.7	20.0	1.8	21.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	63	N/A	14.8	53.7	29.6	1.9	31.5
	Grade 4	58	N/A	31.0	53.4	15.5	N/A	15.5
	Grade 5	53	N/A	35.3	58.8	5.9	N/A	5.9
	Grade 6	44	N/A	37.2	44.2	18.6	N/A	18.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	63	100.0	14.3	57.1	28.6	N/A	28.6
	Grade 4	77	100.0	28.1	57.8	14.1	N/A	14.1
	Grade 5	69	98.6	45.0	43.3	11.7	N/A	11.7
	Grade 6	66	100.0	64.4	28.8	6.8	N/A	6.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	63	N/A	14.8	57.4	22.2	5.6	27.8
	Grade 4	58	N/A	37.9	46.6	12.1	3.4	15.5
	Grade 5	53	N/A	54.9	35.3	7.8	2.0	9.8
	Grade 6	44	N/A	44.2	46.5	9.3	N/A	9.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	63	100.0	19.6	58.9	17.9	3.6	21.4
	Grade 4	77	100.0	14.1	67.2	15.6	3.1	18.8
	Grade 5	69	100.0	65.6	27.9	4.9	1.6	6.6
	Grade 6	66	100.0	57.6	35.6	6.8	N/A	6.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 457)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.9%	Down from 6.8%	3.3%	2.4%
Attendance rate	95.3%	Up from 93.0%	95.7%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	3.2%	Down from 3.7%	9.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.0%	Up from 11.6%	9.0%	8.0%
Older than usual for grade	3.9%	Down from 5.3%	1.7%	1.1%
Suspended or expelled	N/R	N/R	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	40.9%	Down from 44.2%	43.9%	50.0%
Continuing contract teachers	72.7%	Down from 76.7%	84.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	74.1%	Down from 78.4%	85.9%	86.2%
Teacher attendance rate	94.7%	Down from 95.1%	94.9%	95.3%
Average teacher salary	\$35,538	Down 0.7%	\$39,323	\$39,909
Prof. development days/teacher	5.0 days	Down from 9.8 days	12.1 days	11.4 days

School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio	N/R	N/R	18.6 to 1	18.9 to 1
Prime instructional time	89.5%	Up from 85.5%	89.6%	89.7%
Dollars spent per pupil*	\$7,957	Up 13.9%	\$6,004	\$5,892
Percent spent on teacher salaries*	68.0%	No change	66.1%	66.6%
Opportunities in the arts	Poor	Down from Fair	Good	Good
Parents attending conferences	97.1%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Theodore Lester Elementary is a school with "Extra Special People." It is regionally accredited by the Southern Association of Colleges and Schools and nationally accredited by the Commission on International and Trans-Regional Accreditation.

Lester's population is comprised of CD-6th grade with orthopedic disabled students and autistic students in resource and self contained classes. All special needs students are mainstreamed to the regular classroom during the school day.

The School Improvement Council's goals for the 2002-03 school year were:

Receive recognition for school awards that promote student, staff, parents, and community collaboration.

Increase test scores.

Provide staff development that will enhance learning and improve achievement.

Provide a safe and positive environment.

All students in grades 2-6 were encouraged to read more chapter books this school year. A total of 34,332 Reading Renaissance tests were taken with 86.2 percent average correct.

During this school year, Lester earned the "Red Carpet" and "America School of Promise" awards. The SIC was included on committees of both of these projects initiated to focus on this state recognition.

The SIC and the staff continue to focus on a positive social and academic environment. SIC recognizes student birthdays at the end of each month with cupcakes. The "Parent Involvement Program" rewards parents with prizes as they gain points for parental involvement. The parent points have steadily increased over the last three school years: 11,234 (2000-01), 19,300 (2001-02), and 23,329 (2002-03).

The students, parents, and staff are dedicated to making Theodore Lester Elementary one of the most effective educational institutions in the state. With such caring adults, we are truly a family of "Extra Special People."

Marlene Williams, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.